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ABSTRACT
              A product evaluation of the Saginaw, Michigan School
District's state-funded prekindergarten program for at-risk
4-year-olds (Michigan Early Childhood Education Preschool, or MECEP)
was conducted in 1992-93. The Piaget-based program, which served
approximately 279 children at 8 elementary schools, involves 7
component areas: cognitive, psychomotor, affective, parent
participation and education, curriculum, staff development, and
community collaboration and participation. The major outcome question
asked in the evaluation was: Did the program attain the 26 objectives
it set out to accomplish? The Prekindergarten Saginaw Objective
Referenced Test was used to measure product outcomes on 13 program
objectives dealing with cognitive and psychomotor skills. The
Affective Rating Scale was used to measure the seven affective
objectives. Parents as Partners Monthly Logs were used to measure
outcomes on the three parent participation/education objectives.
Finally, records maintained by the MECEP program supervisor were used
to measure the three objectives related to the curriculum, community
collaboration/participation, and staff development components of the
program. Evaluation data indicated that in its fifth year of
operation, the program was quite successful, with 24 of 26 objectives
attained. (Recommendations for program improvement are offered. Ten
appendices provide related material, including specific program
objectives, the PK-SORT, and statistics broken down by building.)
(AA)

EVALUATION REPORT

MICHIGAN EARLY CHILDHOOD EDUCATION
PRESCHOOL PROGRAM PRODUCT
EVALUATION REPORT

1992-93

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

Saginaw, Michigan

MICHIGAN EARLY CHILDHOOD EDUCATION
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EVALUATION REPORT

1992-93

An Approved Report of the

Department of Evaluation, Testing, and Research
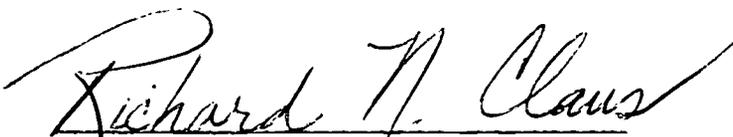
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July, 1993

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PROGRAM DESCRIPTION

This is the fifth year the School District of the City of Saginaw has operated a state funded prekindergarten program for "at-risk" four year old children. The District has operated for the past twenty-three years a federally funded (Chapter 1 of the Educational Consolidation and Improvement Act) prekindergarten program for children coming from the inner city. Thus, Saginaw is no stranger to prekindergarten programming and the two programs are essentially the same except for funding source and the process to identify eligible four year olds.

The factors which place four year olds "at risk" of becoming education-ally disadvantaged are essential to the identification of those to be included in the Michigan Early Childhood Education Preschool (MECEP) program. Four year olds selected for participation in MECEP must have shown one or more of the following "at risk" factors:

> Score of 18 or less on the 27 item _Prekindergarten Readiness Screening Device_ (PRSD); low birth weight; developmentally immature; long-term or chronic illness; diagnosed handicapping condition (mainstreamed); language deficiency or immaturity; non-English or limited English speaking household; family history of low school achievement or dropout; low parental/sibling educational attain-ment or illiteracy; single parent; unemployed parent/parents; low family income; parental loss by divorce or death; teenage parent; and housing in rural or segregated area.*

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*From _1992-93 Application For State Allocation Grant, Early Childhood Education Program,_ page 7 with criteria of PRSD for developmentally immature.

The MECEP program operated at eight elementary sites: Fuerbringer, Herig I and II, Jerome, Kempton (p.m. only), Longstreet, Merrill Park, John Moore/First Presbyterian, and Zilwaukee (a.m. only). There were nine MECEP sites last year.

An accounting of this year's MECEP participants shows that as of December 4, 1992 a total of 279 pupils were attending one of nine sites (see Appendix A for details).

The MECEP program is based upon the Piagetian concept that a child develops intellectually in a stimulating environment. Preschoolers are provided with an environment in which they receive positive reinforcement for reaching out, experimenting, seeking, and attaining new knowledge. Free and structured experimentation with common objects provide learners with information and a repertoire of actions on objects to enable them to explore the properties of unfamiliar things. Manipulative materials provide children with many problem-solving developmental activities. The daily schedule includes experiences in the areas of affective, fine and gross motor skills, physical and social knowledge, and parent participation.

Language and concept development is constantly encouraged and reinforced. The school environment is characterized by: consistency, behavior modification, interest centers, decision-making on the part of the students, and pupil participation with freedom and responsibility.

The overall goal of the program is to provide four year olds with an environment that will enable them to develop school readiness skills. There are seven program component areas: cognitive, psychomotor, affective, parent participation/education, curriculum, staff development, and community collaboration/participation components (see Appendix B for the objectives in each component).

EVALUATION PROCEDURES

This report presents the results of the fifth product evaluation of the MECEP program. A process evaluation was also conducted this year, and these findings are reported in a separate report.

Product Evaluation

A product evaluation measures the end results of a particular program. The major product (or outcome) question was: Did the program attain the objectives it set out to accomplish?

To answer this question relative to the cognitive and psychomotor objectives, the <u>Prekindergarten Saginaw Objective Reference Test</u> (PK-SORT) was used to assess student achievement (see Appendix C for a copy of the PK-SORT). The PK-SORT included 31 items dealing with both psychomotor and cognitive program areas. The first 17 items measured the program's nine cognitive objectives while the remaining 14 dealt with the four fine and gross motor objectives. The post-test only administration of PK-SORT took place from May 3-18, 1993.

The outcome of the affective objectives was measured by a pre- and post-test administration (September 15-30, 1992 and April 26-30, 1993 respectively) of the <u>Affective Rating Scale</u> (ARS). The ARS is an 18 item checklist dealing with seven affective objectives (see Appendix D for a copy of the ARS).

The <u>Parents as Partners Sheet</u> was the evaluation instrument used by each teacher to record the amount and type of parent participation that occurred during the year (and measures the three parent participation objectives). Due to the mobility of children into and out of the program, a decision rule was developed to define the mastery criteria for less than a school year attendance related to parents as partners objectives (see Appendix E for the decision rule).

The three final objectives related to curriculum, community/collaboration/participation and staff development used existing record-keeping systems maintained by the program supervisor to obtain data relative to meeting or not meeting the criterion of each objective.

PRESENTATION AND ANALYSIS OF PRODUCT DATA

Prekindergarten Saginaw Objective Referenced Test (PK-SORT)

The results of the PK-SORT (administered during May 3-18, 1993 to MECEP prekindergarten pupils) are presented below. PK-SORT results will be reported separately for both cognitive and psychomotor subtest areas. The following results are based upon the testing of pupils in May. Summary post-test data for the cognitive subtest are contained in Table 1 below. The cognitive subtest measures nine objectives.

TABLE 1. SUMMARY OF NUMBER AND PERCENT OF MECEP PUPILS ATTAINING OBJECTIVES OF THE PREKINDERGARTEN SORT COGNITIVE SUBTEST MAY, 1993.

Obj. #	Objective Description	Standard	Pupils			Attainment of Objective
			Tested #	Attaining Standard #	%	
1	Physical Knowledge	80% of the pupils will correctly respond to 2 of 3 related items	269	255	(94.8)	Yes
2	Social Knowledge	80% of the pupils will correctly respond to at least 3 of 4 related items	269	263	(97.8)	Yes
3	Knowledge: Classification	50% of the pupils will apply 2 criteria for sorting	269	223	(82.9)	Yes
4	Knowledge: Logical-Mathematical -Seriation	70% of the pupils will answer at least 1 of 2 related items	269	229	(85.1)	Yes
5	Spatio-Temporal Knowledge: Structure of Time	50% of the pupils will respond correctly to at least 50% of the items	269	235	(87.4)	Yes
6	Expressive Language: Labeling	85% of the pupils will label at least 4 objects in a picture	269	268	(99.6)	Yes
7	Expressive Language: Mean Length of Utterance	80% of the pupils will use a sentence of 5 or more words	269	252	(93.7)	Yes
8	Expressive Language: Semantics	65% of the pupils will use at least 2 of 5 elements of fluency	269	215	(79.9)	Yes
9	Expressive Language: Plot Extension/ Expansion	50% of the pupils will use at least 1 element of plot extension in their description	269	258	(95.9)	Yes

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Analysis of the data contained in the above table reveals the following:

- MECEP pupils attained nine of the nine (100.0%) cognitive objectives.

- The Expressive Language: Semantics showed the lowest attainment (79.9%).

- Objective 6 (Expressive Language: Labeling) demonstrated the greatest percentage of attainment (99.6%).

Summary data for the psychomotor subtest are presented in Table 2 which follows. The psychomotor subtest measures four objectives.

TABLE 2. SUMMARY OF NUMBER AND PERCENT OF MECEP PUPILS ATTAINING OBJECTIVES ON THE PREKINDERGARTEN SORT PSYCHOMOTOR SUBTEST
MAY, 1993.

| Obj. # | Objective Description | Standard | Pupils | | | Attainment of Objective |
			Tested #	Attaining Standard #	%	
10	Fine Motor Coordination	80% of the pupils will perform at least 3 of 4 activities	269	254	(94.4)	Yes
11	Spatio-Temporal Knowledge: Structuring of Space (Order)	65% of the pupils will correctly pattern a topological relationship	269	193	(71.7)	Yes
12	Representation at the Symbol Level: Specific Shapes	65% of the pupils will copy 3 of 4 shapes	269	175	(65.0)	Yes
13	Gross Motor Coordination	80% of the pupils will complete at least 3 of 4 movements	269	239	(88.8)	Yes

Analysis of the above data reveals the following results:

- MECEP pupils attained four of the four (100.0%) objectives.

- Objective 12 (Representation at the Symbol Level: Specific Shapes) showed the lowest attainment (65.0%)

- Objective 10 (Fine Motor Coordination) demonstrated the highest attainment (94.4%).

The presentation of cognitive and psychomotor post-test achievement data by building are shown in Appendix F.

Affective Rating Scale (ARS)

The outcome of the affective objectives was measured by a pre- and post-test administration (September 15-30, 1992 and April 26-30, 1993 respectively) of the 18-item Affective Rating Scale (ARS). A total of 269 MECEP pupils were pre- and post-tested. For these pupils to show attainment on an objective the average post-test score must increase one score point or more in the positive direction over the pre-test score. Mean pre- and post-test plus objective attainment results for the seven affective objectives are captured in Table 3 below.

TABLE 3. SUMMARY OF OBJECTIVE ATTAINMENTS* BASED ON MEAN RATINGS BY TEACHERS FOR 269 MECEP PUPILS IN THE FALL, 1992 (PRE=TEST) AND SPRING, 1993 (POST=TEST), AS DETERMINED BY AN ANALYSIS OF AFFECTIVE RATING SCALE (ARS) DATA.

Obj. #	Objective Description	ARS Items	MEANS					Percent Change	Attainment of Objective
			VF 1	F 2	S 3	I 4	VI 5		
14	Preference Value Teacher	5, 6, 10		Post 1.8		Pre 3.9		42	Yes
15	Self-Control	13, 14		Post 1.6	Pre 3.5			38	Yes
16	Positive Peer Interaction	1, 3, 11		Post 1.8		Pre 3.9		42	Yes
17	Initiates Activities	15, 17		Post 1.9		Pre 4.1		44	Yes
18	Positive Work Attitude	7, 12		Post 1.6	Pre 3.7			44	Yes
19	Curiosity	2, 4, 8, 9		Post 1.9		Pre 4.0		42	Yes
20	Creativity	16, 18		Post 2.3	Pre 4.3			40	Yes

*Performance Standard is pre- to post-test increases will average 20% or more relevant ARS items (i.e., a change of at least one scale point on the instrument in a positive direction).

Pre-Grand Mean = 3.9
Post-Grand Mean = 1.8
Difference = 2.1 or 42%

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A review of the above data reveals the following results:

- MECEP pupils attained seven of seven (100.0%) affective objectives.

- Pre⁻ to post⁻test mean gains ranged from 1.9 (38.0%) to 2.2 (44.0%) points.

- The smallest mean gain (1.9) occurred on objective 15 (Self⁻Control).

The ARS data by building are shown in Appendix G for the interested reader.

Parents Participation/Education

Parent participation has always been an important part of Saginaw's prekindergarten programming. This component is designed to provide parents with the skills they need to become directly involved in their children's education. Parents and other members of the family frequently are quite eager to provide these learning experiences for this child. The parenting component can provide them with specific information on how their interactions can contribute to their child's development.

The parent program had three main objectives:

21. 60% of the prekindergarten families will participate in the classroom or on field trips four times per year.

22. 60% of the prekindergarten families will participate in parent meetings four times per year.

23. 80% of the prekindergarten families will complete with the child nine home activities and return them to school.

The evaluation of this year's parenting component consisted of a year-end analysis of the data collected and recorded during the year.

Parent participation is an important component of this program. Table 4 below presents a detailed view of how the program fared on each of the three objectives.

TABLE 4. ATTAINMENT OF PRODUCT OBJECTIVE AS DETERMINED BY
CUMULATIVE ANALYSIS OF SEPTEMBER, 1992 TO JUNE, 1993
PARENTS AS PARTNERS MONTHLY LOGS.

Objective Number	Total Families #	Families Meeting Standards #	%	Objective Attained
21 (60%)*	269	211	78.4	Yes
22 (60%)	269	252	93.7	Yes
23 (80%)	269	254	94.4	Yes

*Mastery criteria for each objective stated in percent.

As an analysis of the above data indicates, the parenting component was a success. All three objectives met the attainment standard. Parenting data by building can be found in Appendix H.

Curriculum

The curriculum objective was focused on establishing an Early Childhood Education Curriculum Committee with an intended outcome of meeting at least four times during the 1992-93 school year.

This committee with 20 members (see Appendix I for listing of its membership) met throughout the year. A total of three meetings were held on the following dates: September 2 and October 9, 1992 and January 18, 1993. Major topics covered at each curriculum committee meeting were as follows.

- New math curriculum for kindergarten teachers.

- Provisions for adequate preparation time for kindergarten teachers.

- Action plan to pilot an ungraded primary.

From the review of the data maintained by the project supervisor, it was evident that the curriculum objective (objective 24) was not attained.

Community Collaboration/Participation

This objective again involves the establishment of a committee. The purpose of the committee was to encourage community collaboration and participation in the MECEP program. Instead of establishing a new committee, the program supervisor became a member of the Family Life Education Advisory Committee and used this committee as a vehicle to focus collaboration and participation (see Appendix J for list of members).

The Family Life Education Advisory Committee did meet two times, namely on November 8, 1992 and again on April 20, 1993. This objective required the committee to meet three times. A number of programs/services of mutual interests were dealt with including: drug free school programs, life management education, parent resource center, single parent/homemaker program, teenager parent program, young parent program, PASS grant, consumer home economics program, dropout prevention, student assistance program, growth and afrocentric program, ABE special needs class, project success, and Saginaw County Infant Management Coalition. Objective 25 dealing with the community

collaboration and participation was not attained because the committee met two instead of the required three times.

Staff Development

The staff development objective (objective 26) held that 75% of MECEP staff would participate in 75% of the inservices offered to improve instructional skills and broaden the knowledge base of staff. A review of the data maintained by the program supervisor revealed that 100.0% (16 of the 16 staff members) attended at least 75% of the inservice sessions offered. The chart below indicates the month and the major topic(s) covered during each session.

Month	Topics
September	- Student outcomes - Prekindergarten objectives - Prekindergarten handbook - Screening procedures - Parenting program
October	- 1991/92 product evaluation report results - Student outcomes - Breakout sessions: video, snack cook-book and themes
November	- Roberta Lucas - Music, Movement and Stories for Preschool Children
December	- Dee Ann Umlauf - Cooperative Learning for Pre-k Classrooms
January	- 1992-93 process evaluation results - Articles on language development - Implications of austerity budget
February	- Ruth Ann Knapp presented "Music and Move-ment"
March	- MAEYC conference - Research - Young 5's, junior first, ungraded primary

April	– Cooperative Learning inservice
	– Bloodborne pathogens
	– Middle school
	– Parenting inservice
	– Art processes
	– SORT testing procedures
May	– Ruth Dowell, Children Poet and Author
	Language Acquisition for Pre-schoolers
June	– Michigan model preschool training
	– Screening procedure
	– Product Report
	– Planning for 1993-94 school year
	• Parent Meetings
	• Inservice Meetings
	• Field Trips

Recapping, 100.0% of the MECEP staff attend 75% or more of the monthly staff development sessions offered, indicating that objective 26 was attained.

SUMMARY AND CONCLUSIONS

The 1992÷93 Michigan Early Childhood Education Preschool (MECEP) Program served a total of approximately 279 children at eight elementary schools. A screening test was administered to each registrant at the beginning of the year as well as a screening for other "at risk" factors of becoming educationally disadvantaged was conducted to select the children who most needed this experience.

The Prekindergarten Saginaw Objective Referenced Test (PK÷SORT) was used to measure product outcomes on thirteen of the 26 program objectives. The results show that the program attained nine of the nine (100.0%) objectives in the cognitive skills area, and four of four (100.0%) objectives in the psychomotor skills area. Overall, the program was able to attain thirteen of the thirteen (100.0%) PK÷SORT objectives.

The Affective Rating Scale (ARS) was used to measure the seven affective objectives. The results show that the program attained seven of the seven (100.0%) affective objectives.

The Parents as Partners Monthly Logs was the vehicle used to measure the product outcome on the three parent participation/education objectives. These results show that all three objectives (100.0%) were attained.

Finally, records maintained by the MECEP program supervisor was used to measure the three objectives related to curriculum, community collaboration/ participation, and staff development components of the program. Again, a review of the results shows that one of the three objectives (objective 26) were attained (33.3%).

The MECEP program in its fifth year operation was very successful with 24 of the 26 (92.3%) objectives being attained. This probably is in large partly

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due to the experienced staff the Saginaw Schools has developed over its 24 years of prekindergarten programming endeavors.

Even successful programs can be improved. A review of the process and product evaluation data indicates certain areas where refinement or adjustment can be made in aiming toward further program improvements.

RECOMMENDATIONS

The recommendations that follow are based on this year's process and product evaluations and are intended to help bring about MECEP program improvements in the following school year. These recommendations take nothing away from a program that continues to show very impressive results on an annual basis. This year being no exception.

The recommended ideas and techniques offered below stem from a perceived problem and are just one of many ways to improve the performance of the program. As solutions are sought for optimum program operations, a dialogue/discussion should be undertaken to determine the best and most workable way to solve the perceived problem. The staff and evaluator should be brought into these discussions so that all involved feel part of the proposed new operation of the program.

1. The program supervisor and teaching staff should analyze the building results presented by objective, in order to formulate a plan to reduce differences in program impact across buildings.

2. Purchase the necessary items for the common set of 25 labels for teachers to use to name objects in their rooms so there will be more consistency between sites. A daily inspection of the posting of labels by the teacher and/or aide is necessary to ensure they remain in place. A periodic review by the program supervisor seems necessary until this practice becomes consistent across sites.

3. The frequency of exact statement to restatement with extension of students by teacher (approximately 60/40) seems fair, however, the restatement ratio of 40/60 seems a more reasonable target. An inservice on how to extend restatements may be warranted.

6. Parents need to be exposed, as well as, teachers and
   aides re-exposed to the basics of encouraging oral
   language production in preschoolers through challenging
   them in relation to their experience and environment.
   Listed below are a set of readings in this area that
   may be useful for parents, teachers, and aides. Copies/
   reprints of these articles are available upon request
   from the Department of Testing, Evaluation, and Research
   and the bibliography at the end of this report gives
   further details related to each article.

   -- Burke's article entitled "The ABC Snake": A
      Language Story,

   -- Fuch's paper entitled "Pre-Reading and Reading
      Skills in Pre-schools: A Preliminary Report,

   -- Genishi's article titled "Children's Language:
      Learning Words from Experience,"

   -- Koeller's writing called "Challenging Language
      Experiences: The Project Approach vs. 'Reeling
      and Writhing,'

   -- Krogh's Chapter 4 in The Integrated Early
      Childhood Curriculum,

   -- Lazarus' article called "What Children Know
      and Teach About Language Competence",

   -- Ostrosky and Kaiser's article entitled "Pre-
      school Classroom Enrvironments That Promote
      Communication," and

   -- Schickedanz and Sullivan on "Mom, What Does
      U-F-F Spell?

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APPENDICES

APPENDIX A

MECEP PARTICIPANTS BY BUILDING AS OF
DECEMBER 4, 1992

Fuerbringer	25
Herig	69
Jerome	39
Kempton	20
Longstreet	34
Merrill Park	38
John Moore/First Presbyterian	36
Zilwaukee	18
TOTAL	279

Component: ___Cognitive___

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
1. Physical Knowledge	- Feeling activities - Furry and other texture toys - Play dough - Smelling and handling vegetables	September 8, 1992 June 4, 1993	Teacher, Aide	80% of the pupils will respond correctly to 2 of 3 items related to physical knowledge on the PK SORT.
2. Social Knowledge	- Books - Field trips - Films - Visitors - Role playing - Helpers in room	September 8, 1992 June 4, 1993	Teacher, Aide	80% of the pupils will respond correctly to at least 3 of 4 items related to social knowledge on PK SORT.
3. Knowledge: Classification	- Color--blocks - Shape - Size - Texture - Tone - Utility - Smell - Taste - Calendar - Sorting	September 8, 1992 June 4, 1993	Teacher, Aide	50% of the pupils will successfully apply two criteria for sorting: color and/or form on the PK SORT.
4. Knowledge: Logical - Mathematics Seriation	- Length - Height - Weight - Shades of color - Hardness - Softness - Crisenaire rods - Block tower building - Texture activities	September 8, 1992 June 4, 1993	Teacher, Aide	70% of the pupils will answer at least 1 of 2 related items on PK SORT
5. Spatio-temporal Knowledge: Structure of Time	- Show and tell - Story--book - Role playing - Science experiments - Calendar - Preparation of lunch, art, cleanup, home bound - Growth stages - Finger play - Farmer in Dell - Audio visual material	September 8, 1992 June 4, 1993	Teacher, Aide	50% of the pupils will respond correctly to at least 50% of the related items on PK SORT.

Component: _____ Cognitive (con't.) _____

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
6. Expressive Language: Labeling	- Naming pictures in storybook - Naming items in catalogue - Naming objects in house - Naming items in classroom - Tag pictures	September 8, 1992 June 4, 1993	Teacher, Aide	85% of the pupils will label at least 4 objects in a picture on the PK SORT.
7. Expressive Language: Mean Length of Utterance	- Retelling of story - Expounding child's sentence (i.e., apple--eat, apple--I eat, apple--I eat an apple)	September 8, 1992 June 4, 1993	Teacher, Aide	80% of the pupils will use at least 3 of 5 elements of fluency on PK SORT.
8. Expressive Language: Semantics	- Flannel board stories - Language stories - Emphasizing specifics - Grammatical struc-tures: such as ing, past tense, personal pronouns and copulas (verb "to be") and descriptors	September 8, 1992 June 4, 1993	Teacher, Aide	65% of the pupils will use at least 2 of 5 semantic elements on PK SORT.
9. Expressive Language: Plot Extension/Expansion	- Completing unfin-ished sentences - Adding endings to stories - Drawing inferences	September 8, 1992 June 4, 1993	Teacher, Aide	50% of the pupils will use at least one element of plot extension in their description on the PK SORT.
10. Fine Motor Coordination	- Art work - Writing on board - Finger painting - Folding - Stirring pudding - Peg boards - Pouring - Geoboards - Puzzles - Cuisenaire rods	September 8, 1992 June 4, 1993	Teacher, Aide	80% of the pupils will perform at least 3 of 4 activities on the PK SORT

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Component: _____Psychomotor_____

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
11. Spatio-Temporal Knowledge: Structuring of Space (Order)	- Games--straight line - Role playing - Manipulation of object (rods, blocks, toys) - Poetry - Prose - Counting days till - Finger plays - Bear Hunt - AAA - Ten Little Indians - Line drawings	September 8, 1992 June 4, 1993	Teacher, Aide	65% of the pupils will correctly pattern a topological relationsh on the PK SORT.
12. Representation at the Symbol	- Sand drawings - Paper cutting - Cookie cutting with clay - "Simon Says" - Tracing - Rubbing	September 8, 1992 June 4, 1993	Teacher, Aide	65% of the pupils will copy 3 of 4 shapes on PK SORT.
13. Gross Motor Coordination	- Rhythms - Dancing - Jungle gym - Free play activities - Balance beam - Mats--tumbling - Play all equipment	September 8, 1992 June 4, 1993	Teacher, Aide	80% of the pupils will complete at least 3 of movements.

Component: ___Affective___

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
14. Preference Value Teacher	- One to one relation-ship with an adult - Seeking adult as resource	September 8, 1992 June 4, 1993	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
15. Self-control	- Consistent class-room environment--inner control--freedom and respon-sibility	September 8, 1992 June 4, 1993	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
16. Positive Peer Interaction	- Sharing, selecting partners, initiat-ing activities with others	September 8, 1992 June 4, 1993	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
17. Initiates activities	- Positive reinforce-ment	September 8, 1992 June 4, 1993	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
18. Positive Work	- Continues with task	September 8, 1992 June 4, 1993	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
19. Curiosity	- Questions, explores experiments	September 8, 1992 June 4, 1993	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
20. Creativity	- Different ways to approach a task	September 8, 1992 June 4, 1993	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.

Component: ____Parent Participation/Education____

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
21. Parent Participation	Parents will be expected to help out in the classroom or on field trips at least once per month.	September 8, 1992 June 4, 1993	Teacher, Aide	60% of the families wil participate in classroo or on field trips four times per year.
22. Parent Education Program: Friday Meetings	Friday parent/child meetings will be held at least once per month covering learn-activities of the past month and what is planned in the future and how parents can help their child.	September 8, 1992 June 4, 1993	Teacher, Aide	60% of the families wil participate in parent meetings four times per year.
23. Parent Education Program: Home Work Activities	Every two weeks a new homework assignment will be given relating to one of the first thirteen cognitive/psychomotor objectives.	September 8, 1992 June 4, 1993	Teacher, Aide	80% of the families wil complete with the child nine home activities an return them to school.

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APPENDIX B

Component: __Curriculum__

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
24. To establish an Early Childhood Education Curriculum Committee	Curriculum Committee meetings	October , 1992 June , 1993	Program Supervisor	Review of meeting agendas and products developed. Committee will meet at least four (4) times during the 1992-93 school year.

Component: _Community Collaboration/Participation_

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
25. To establish an Early Childhood Education Advisory committee	Advisory Committee meetings	October, 1992 June, 1993	Program Supervisor	Review of meeting agendas. Advisory Committee will meet at least three (3) times during the 1992-93 school year.

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Component: ___Staff Development___

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
26. Early Childhood Education Staff will partici- pate in inser- vice to improve their instruc- tional skills and broaden their base of knowledge.	Appropriate inservice programs will be developed and implemented.	October, 1992 June , 1993	Program Supervisor	75% of the ECC staff will participate in 75% of the inservices offered. Monthly inservice sessions will be offered during the 1992-93 school year.

BEST COPY AVAILABLE

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Prekindergarten

SAGINAW
OBJECTIVE
REFERENCED
TEST

(PK-Sort)

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Superintendent, Foster B. Gibbs, Ph.D.

Rev. 0590

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APPENDIX C

TABLE OF CONTENTS

DIRECTIONS FOR ADMINISTERING

<u>PREKINDERGARTEN SAGINAW OBJECTIVE REFERENCED TEST</u> (PK-SORT)

This test is to be administered on a one-to-one basis. It is important that each testing situation be essentially the same for all pupils. Very careful attention should be given to the detailed instructions that are provided in these directions, as well as the instructions that are incorporated into the test itself.

All teacher directions that are included in the test will be in parentheses ( ) and are not to be read to the pupil. The teacher should be familiar with all questions as well as the materials that are to be used in administering the test. The test kit should be checked for inclusion of a complete set of the manipulative materials and flash cards. (See Appendix A for an inventory of these materials.)

In administering the test, the teacher is to score the pupil response to each item as it is given. Each item is scored on a right or wrong basis. The content of each pupil response is to be accepted by the teacher at face value. The teacher should be careful not to provide the pupil with any verbal or non-verbal signals that might influence the pupil's thinking or eventual answer.

It is appropriate for the teacher to provide help that ensures that the pupil understands the task to be performed. In order to facilitate this understanding, each set of instructions should be given and then be repeated. Some pupils benefit from a pause or a "wait time" before they are required to give a response. It is permissable to have a pupil start over if it appears that he/she has forgotten the task, or is confused as to what to do. The pupil should be given up to 30 seconds to respond to any given item. Every

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attempt should be made to administer all items of the test to all pupils. The teacher should take as much time as reasonably necessary to complete the test. If appropriate, the test can be given over a number of days and in a number of settings.

Since the teacher is to judge the correctness or incorrectness of each pupil response, the directions for each test item contains a section on correct or acceptable responses. A clear understanding of the acceptable responses provided in the test instructions will ensure that the teacher can quickly and consistently score each item. Responses are to be scored and coded on the answer sheet as the pupil answers each question. The following symbols are to be used for scoring:

> **A** for correct responses and
>
> **B** for incorrect or no responses

A machine scoreable answer sheet will be used to record the pupil's responses. The teacher should carefully follow the procedures that are outlined in the "Directions for Completing the Prekindergarten SORT Answer Sheets". These directions will be included in the packet containing the machine scoreable answer sheets.

PREKINDERGARTEN SORT TEST ITEMS

PART I: COGNITIVE DEVELOPMENT SUBTEST

(Remember, all statements in parentheses ( ) are intended for your use and are
not to be read to the child. In recording answers on your answer sheet, you
should code A = correct response and B = incorrect or no response.)

1. SAY,   "Let's play a game where you have to tell me
            about things you cannot see."

            (Hand the pupil feely sock Number 1.
            It contains a metal zipper.)

    SAY,   "Put your hand in the sock. Keep your hand in
            the sock. Take the thing that is in the sock
            and feel it. Tell me about it."

            (Pause. Listen for one of these acceptable
            responses and mark your scoring sheet accordingly.)

            Acceptable Responses

            -- Name of the object
            -- Shape of the object
            -- Use of the object
            -- Name of the material of the object
            -- Texture of the object

    SAY,   "Let's take a look at it. Now, let's do another
            one."

            (Put away sock Number 1 making sure that the
            zipper is put back, take out sock Number 2.)

2.   (Hand the pupil feely sock Number 2. It
            contains a toothbrush.)

     SAY,   "Put your hand in the sock. Keep your hand in
            the sock. Take the thing that is in the sock
            and feel it. Tell me about it."

            (Pause. Listen for one of these acceptable
            responses and mark your scoring sheet accordingly.)

            Acceptable Responses

            — Name of object
            -- Shape of the object
            — Use of the object
            -- Name of the material of the object
            — Texture of the object

     SAY,   "Let's take a look at it. Now, let's do another
            one."

            (Put away Number 2 making sure that the tooth-
            brush is put back, take out sock Number 3.)

- -

            (Hand the pupil feely sock Number 3. It
            contains a plastic egg.)

3.   SAY,   "Put your hand in the sock. Keep your hand in
            the sock. Take the thing that is in the sock
            and feel it. Tell me about it."

            (Pause. Listen for one of these acceptable
            responses and mark your scoring sheet accordingly.)

            Acceptable Responses

            -- Name of the object
            — Shape of the object
            -- Use of the object
            — Name of the material of the object
            -- Texture of the object

     SAY,   "Let's take a look at it."

            (Put away sock Number 3 making sure the egg is
            put back.)

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4. SAY, "Now let's take a look at some pictures and
            talk about them."

            (Show the child the picture marked with the
            Number 4 on the back. As you are holding it
            follow these directions.)

    SAY, "Tell me who this worker is. What does s/he
            do?"

            (Pause for response, listening for one of the
            acceptable responses listed below.)

            Acceptable Responses

            -- Name of the role or title of the worker or
            -- A description of what s/he does or how
               the worker helps us.

            (Mark your scoring sheet accordingly.)

5-7.   (Put away picture Number 4 and continue following
            the same directions for pictures 5, 6, and 7.
            Remember to mark on your scoring sheet after
            each question.)

- -

8. SAY, "In just a minute we will play a game with some
            candies which should be lots of fun."

            (Open the envelope marked item Number 8 and
            randomly place candies that it contains in
            front of the pupil. As you describe what
            the pupil is to do, gesture with your hands
            to represent two piles.)

    SAY, "Some candies are yellow, some are green, some
            are round, and some are long. Put the candies
            that are alike into two piles. All the candies
            in each pile should be alike."

            (Pause for the child to group the candies. Make
            sure that one of the groups is correct according
            to the acceptable responses listed below.)

            Acceptable Responses

            -- Grouping according to color
            -- Grouping according to form

            (Mark your scoring sheet accordingly.)

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9. SAY, "In just a minute we will play a game with some
    circles and triangles which should be lots of fun."

    (Open the envelope marked item Number 9 and
    randomly place the <u>shapes</u> in front of the pupil.
    As you describe what the pupil is to do, gesture
    with your hands to represent two piles.)

    SAY, "Put the shapes that are the same into two piles.
    All the shapes in each pile should be alike."

    (Pause for the child to group the shapes. Make
    sure that the groups are correct according to
    the acceptable response listed below.)

    <u>Acceptable Response</u>

    — Grouping according to form

    (Mark your scoring sheet accordingly.)

- -

10. SAY, "Now let's play with some toy bears. They are
    a family."

    (Remove toy bears from envelope marked item
    Number 10 and allow child to play with and
    talk about the bear family.)

    SAY, "Now, can you put this family from the biggest
    to the smallest?"

    (Pause for the child to arrange the bears from
    biggest to smallest or the reverse order. Make
    sure that the arrangement is correct according
    to the acceptable responses listed below.)

    <u>Acceptable Responses</u>

    -- <u>All</u> four bears from biggest to smallest or
    — <u>All</u> four bears from smallest to biggest

    (Mark your scoring sheet accordingly.)

11. SAY, "Now let's take a look at some pictures and put
            them in order."

            (Open the envelope marked Item 11 and randomly
            place the four pictures in front of the child.)

     SAY,   "Here are four girls. Some of the girls are
            tall, some are short. Put the girls in a row
            from tallest to shortest."

            (Provide a ruler as base. Pause for the child
            to arrange the girls. Make sure that the arrange-
            ment is correct according to the acceptable
            responses listed below.)

            Acceptable Responses

            -- All four pictures from tallest to shortest or
            -- All four pictures from shortest to tallest

            (Mark your scoring sheet accordingly.)

- -

SAMPLE EXERCISE

     SAY,   "We are going to look at some pictures. We're
            going to talk about what happens first, next,
            and last."

            (Open envelope marked "Sample, 12 and 13". Take
            out pictures for sample item. Lay pictures on
            table in order of #1, #2, #3, left to right,
            facing child.)

     SAY,   "Let's do this together. Listen to the story."

            Mother mixed up a cake.
            She put it into the oven to bake.
            Then the cake is ready to eat.

     SAY,   "Show me the picture that happened first."

            (Pause for answer and correct if he/she has
            not understood directions.)

     SAY,   "Show me the picture that happened next."

            (Pause for answer and correct child if he/she
            has not understood.)

     SAY,   "Show me the picture that happened last."

            (If child gives incorrect sequence, teacher tells
            the story and presents pictures in correct sequence.)

12. SAY, "Let's do another story."

            -- (Put Item 12 pictures out in order of #1, #2, #3,
               left or right, facing child.)

     SAY, "Listen to the story."

           Daddy wrote a letter.
           He walked to the mailbox.
           He mailed the letter to his friend.

     SAY, "Show me the picture that happened first."
           (Pause for correct picture.)

     SAY, "What happened next?"
           (Pause for correct picture.)

     SAY, "What happened last?"
           (Pause for correct picture.)

           Child must point to or give you pictures in
           correct order.

           (Mark your scoring sheet accordingly and put
           pictures away.)

13. SAY, "Let's do another story."

           (Put Item 13 pictures out in order #1, #2, #3,
           left to right, facing child.)

     SAY, "Listen to the story."

           The boy fell in the mud.
           He took a bath.
           Now he is all clean!

     SAY, "Show me the picture that happened first."
           (Pause for correct picture.)

     SAY, "What happened next?"
           (Pause for correct picture.)

     SAY, "What happened last?"
           (Pause for correct picture.)

           Child must point to or give you pictures in
           correct order.

           (Mark your scoring sheet accordingly and put
           pictures away.)

14. **SAY,** "I have a picture here out of a story book. It's part of the story, but the words are missing. Would you look at my picture and help me with the story?"

(Teacher hands child the picture from folder marked Number 14.)

SAY, "Tell me what you see in this picture."

(Pause for the child to answer. Make sure that the answer is listed below as an acceptable response.)

Acceptable Responses

-- Name at least four objects in picture

   (Need not identify correctly)

	For example:	dog	ball
		squirrel	cars
		boys	slide
		girls	picnic table
		baby	tree
		cup	blanket
		grandma	bottle
		sandwich	clover
		pie	flowers
		glass	chair

Incorrect Responses

— Did not talk
-- Named less than four objects
— Gave irrelevant responses

(Mark your scoring sheet accordingly.)

(Child continues to use picture marked Number 14.)

15. SAY, "Tell me what you think is happening in the picture?"
          "Can you tell me more about the picture?"

          (Pause for the child to tell the story. Make
          sure that the answer is listed below as an
          acceptable response.)

          Acceptable Response

          -- Uses a sentence of 5 or more words

          Incorrect Responses

          -- Child does not talk
          -- Uses sentences of four words or less
          -- Uses phrases

          (Mark your scoring sheet accordingly.)

16.   (Score story given for item 15 in terms of
          acceptable responses given below.)

          Acceptable Response

          -- Uses at least 3 or 5 of the listed elements
             of fluency. *

          Incorrect Response

          -- Uses less than 3 of the listed elements of
             fluency. *

          * Fluency consists of additional responses using:

             -- Modifiers (uses adjectives or adverbs.)
             -- Spatial elements (uses prepositions
                indicating position.)
             -- Number words
             -- Emotional or feeling words
             -- Sequence (uses phrases to describe
                a series of events.)

          (Mark your scoring sheet accordingly.)

17.   (Child continues to hold the picture from the
        folder marked Number 15.)

SAY,   "What do you think will happen next?   What will
        they do when the picnic is over?"

        (Pause for the child to answer.   Make sure that
        the answer is listed below as an acceptable
        response.)

        Acceptable Response

        -- Child uses 1 or more of the elements listed
           below as a plot extension. *   Any of the
           extensions below should be acceptable.

        * Plot extension consists of:

           -- Inferences
           -- Predictions
           -- Cause and effect
           -- Conclusions

        Incorrect Response

        -- Child does not use plot extension. *

        * Plot extension consists of:

           -- Inferences
           -- Predictions
           -- Cause and effect
           -- Conclusions

        (Mark your scoring sheet accordingly and put the
        picture away.)

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PART II: PSYCHOMOTOR ABILITIES SUBTEST

51.   (From envelope marked Number 51, ask pupil to
        fold a 5" x 5" sheet of paper in half. Teacher
        demonstrates with a sample.)

    SAY,   "Fold the paper in half."

        Acceptable Response

        -- Using ruler, folds should show an accuracy +
           3/8" in any direction.

        (Mark scoring sheet accordingly.)

- -

52.   (Using the same folded sheet, ask pupil to open
        the sheet and cut the paper on the fold.)

    SAY,   "Now open the sheet and cut the paper on the
        fold line."

        (Teacher demonstrates with his/her sample.)

        Acceptable Response

        -- Using ruler, cuts should be + 1/2" from
           the fold.

        (Mark scoring sheet accordingly.)

53.   (Using a crayon from envelope Number 53, ask
          pupil to color inside the outline of the circle.)

   SAY,   "Color inside this circle. Color all of the circle."
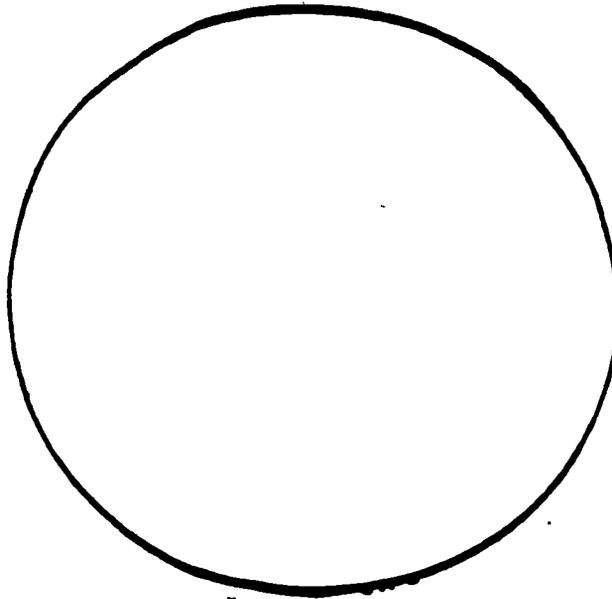
Acceptable Response

-- Using ruler, coloring marks should not exceed
   1/2" at any point and approximately 2/3 rds of
   circle should be colored.

(Mark scoring sheet accordingly.)

54.   (Using a crayon from envelope Number 54, ask
          pupil to draw a line between the two lines.)

   SAY,   "Draw a line between the two lines from the mouse
       to the house."
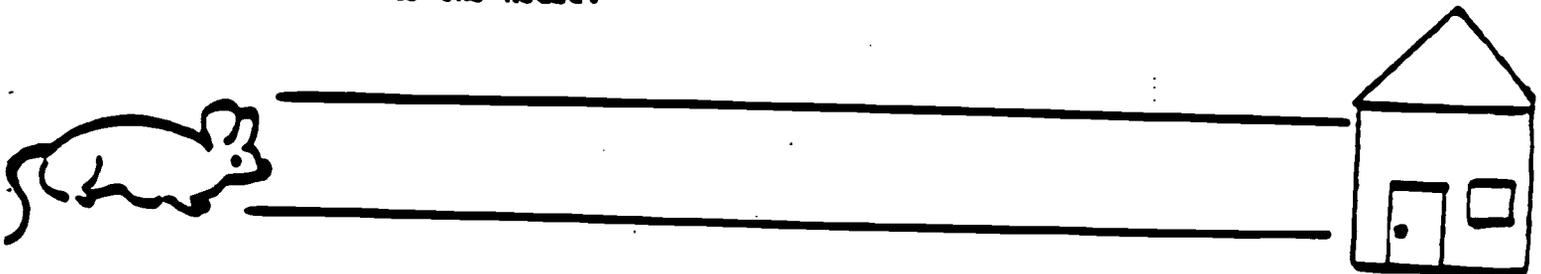
Acceptable Response

-- Crayon line must be within parallel lines and
   connect the mouse to the house or come within
   at least 1/2" of touching both the mouse and
   the house.

(Mark scoring sheet accordingly.)

55.   (Using cut-out forms from envelope Number 55, place
them on the table facing the child in the order
shown below. Then take a similar set from envelope
Number 55 and ask the child to make the same
pattern.)

  SAY,   "You make your row look just like mine."
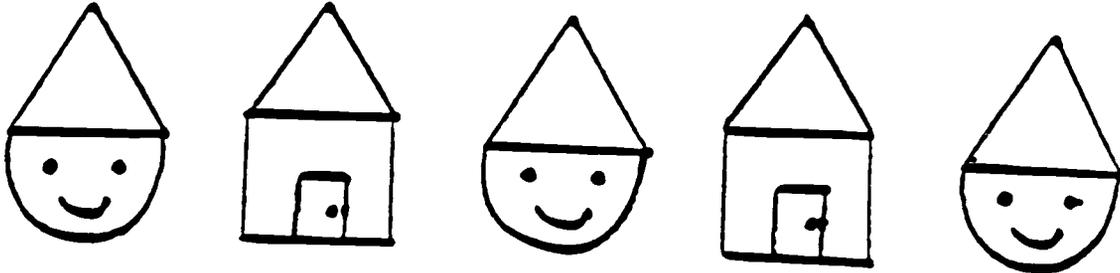
Acceptable Response

-- Linear order must be the same as the example.

(Mark scoring sheet accordingly.)

- -

56.   (Child must be seated across the teacher. Teacher
places his/her 5 toy cars from envelope Number 56
on the oaktag circle. The teacher puts down the
parking strip, one in front of the child and
another at least 10 inches away from that one and
parallel to it.)

  SAY,   "We are going to build parking lots. First, you
watch how I park my cars and trucks."

       (From the circle the teacher takes 5 cars and
places them on teacher parking strip #2 in the
same <u>predetermined</u> order for <u>all</u> <u>children</u> as
printed on parking strip. Teacher then places
the child's 5 toy cars on the oaktag circle
and asks the child to park his/her cars on
child's parking strip #1 to look just like
the teacher's.)

  SAY,   "Park your cars just like mine."

Acceptable Response

-- Linear order of cars must be the same as
the teacher's order according to color.

(Mark scoring sheet accordingly.)

57-60. (Using cards from envelope Number 57-60, show
one card at a time in the following order.
Hand an extra sheet of paper to the child to
draw the figures.)

$$+ \quad \square \quad \triangle \quad \times$$
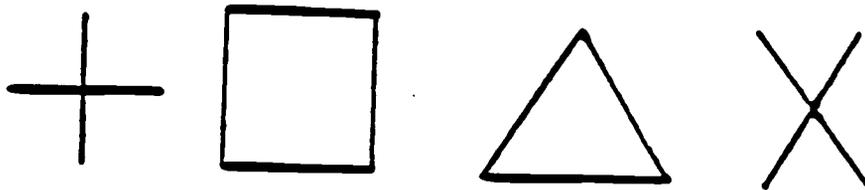
SAY, "Draw a shape like this one."

Acceptable Response

-- See Appendix B for acceptable drawings as
shown in Administration and Scoring Manual
for the Developmental Test of Visual Motor
Integration.

- -

61. (Given the directive [opportunity] to hop on
one foot, the child will be able to take five
consecutive hops on either foot.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

- -

62. (Given a mark on the floor, the child will be
able to jump over it by simultaneously lifting
both feet from the floor and propelling his/her
body forward and landing with feet together.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

45

51

63.   (Given a directive [opportunity] to skip, as a
participant in any group activity which involves
skipping, the learner will be able to skip using
alternate feet, for a distance of ten or more
feet.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

- -

64.   (Given a ten-foot length of a 2" by 4" piece of
lumber, the child will be able to walk a distance
of at least five feet on the 4" side of the
lumber.)

Acceptable Response

-- Successful performance of the above activity.

(Mark your scoring sheet accordingly and put the
materials away. Thank the child for working
with you.)

APPENDIX C

ATTACHMENTS

ATTACHMENT A

PK-SORT INVENTORY OF MATERIALS

PART I: COGNITIVE DEVELOPMENT SUBTEST

Item 1. - 1 feely sock with a zipper in it.

Item 2. - 1 feely sock with a toothbrush in it.

Item 3. - 1 feely sock with a plastic egg in it.

Items 4-7. - picture of a postman, policeman, truck driver, and snack bar attendant.

Item 8. - 4 green and 4 yellow candies (4 round and 4 rectangular)

Item 9. - 5 circles (3-3/4" diameter) and 4 triangles (3-7/8" sides)

Item 10. - 4 bears of varying heights/sizes

Item 11. - 4 girl paper dolls of varying heights/sizes and 1-12" ruler for base (9-1/2", 7-7/8", 6-1/4", and 5-1/4" tall)

Sample -   3 pictures of Mother mixing cake, baking cake, and serving cake.

Item 12. - 3 pictures of Dad writing letter, walking to mailbox, and mailing letter.

Item 13. - 3 pictures of Boy falling in mud, taking bath, and then all clean.

Item 14. - 1 picture of a picnic.

PART II - PSYCHOMOTOR DEVELOPMENT SUBTEST

Items 51-52. - 5-inch square pieces of paper and 1 pair of scissors.

Items 53-54. - paper with a 3-inch circle and a mouse/house illustration on it. (template for 3-inch circle scoring.)

Item 55. - 4 house illustrations and 6 face illustrations.

Item 56. ÷ 2 strips of oaktag (3" x 8-1/2") for parking lots
1 oaktag circle (5-1/8" in diameter) for setting out cars and trucks
5 sets of different colored cars and/or trucks (2 per set).

Items 57-60. - oaktag flash cards (5-1/2" x 5-1/2") of a square figure, a triangle figure, a plus sign, and an "X". multiple sheets of paper set up for students to replicate figures with four quadrants.

Item 62. - 1 strip of tape or mark on the floor is needed.

Item 64. - a 2" x 4" x 10' piece of lumber or a balance board is needed.

FORM 3 Circle

Scoring Criteria

Predominantly circular lines

Age Norms
(Imitated)
2.9
(Copied)
3.0

Passing	*Failing*
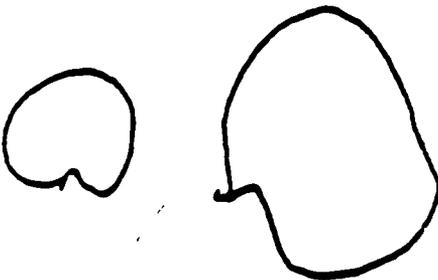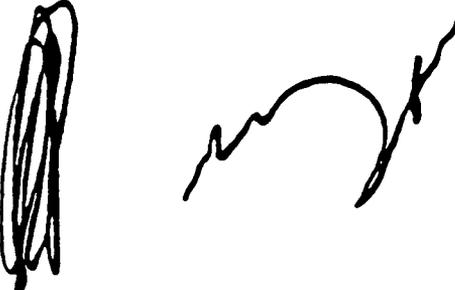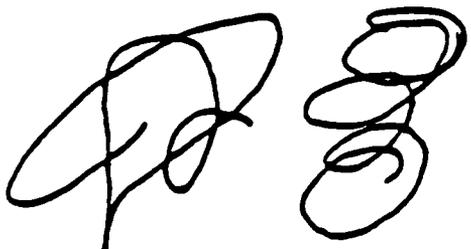
FORM 4 · Vertical-Horizontal Cross   Age Norm 4;1
Scoring Criteria

1. Two fully intersecting lines   not:

2. Two continuous lines   not:

3. At least ½ of each line within 20° of its   not:
   correct orientation

Passing   **Failing**

50   55
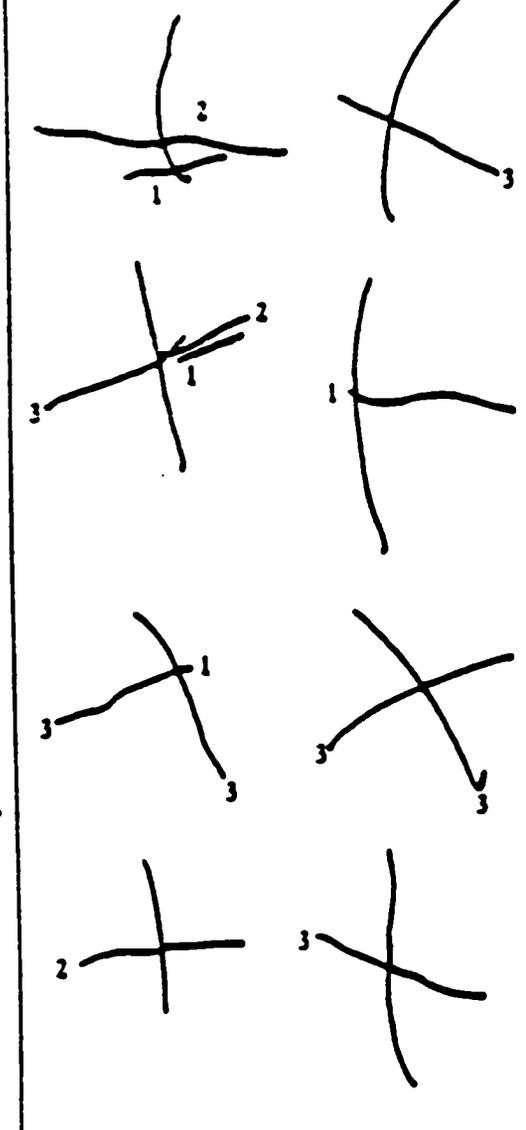
FORM 6 Square
Scoring Criteria

Age Norm 4,6

Four clearly defined *sides*
(corners need not be angular)

not

Passing   **Failing**

51
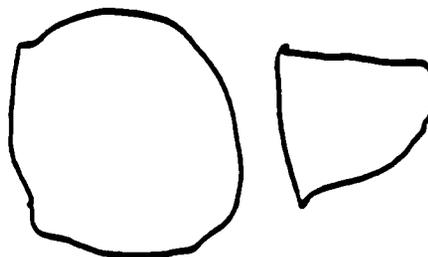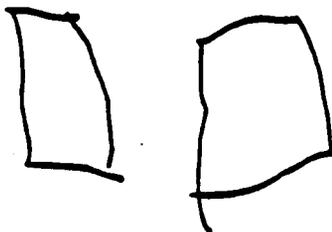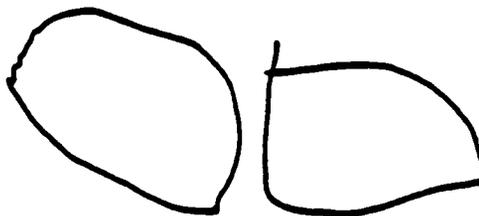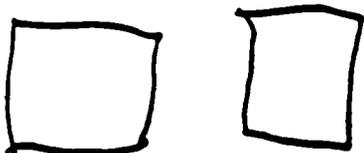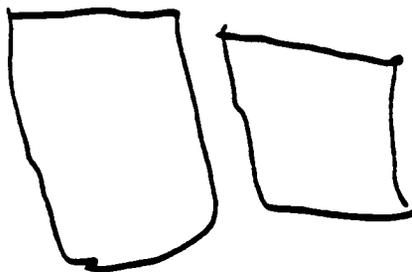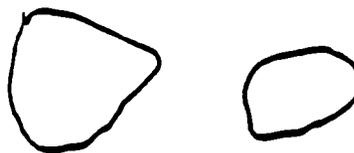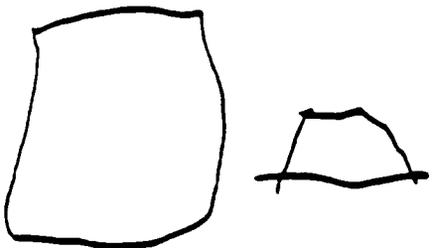
ATTACHMENT B

FORM 9 Triangle
Scoring Criteria

Age Norm 5:3

1. Three clearly defined sides	not	
2. One corner higher than others	not	

Passing | **Failing**

52

58
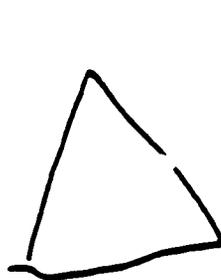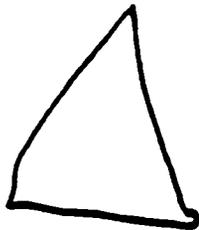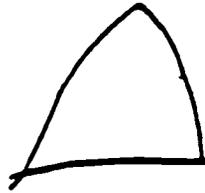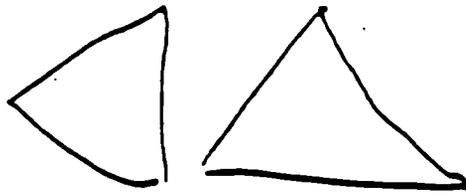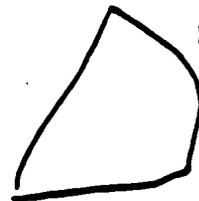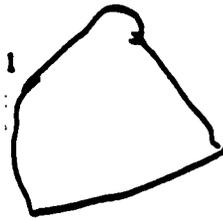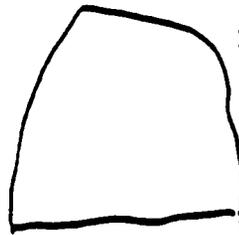
APPENDIX D

THE AFFECTIVE RATING SCALE

Teacher: _____   School: _____

Date: _____   Session: _____a.m.   _____p.m.

Directions: Please circle **one** of the ratings (VF for "very frequently", F for
"frequently", S for "sometimes", I for "infrequently", and VI for
"very infrequently") for _____
                                    (Student's Full Name)
on each of the following behavioral dimensions.

		VF	F	S	I	VI
81.	Selects a partner	1	2	3	4	5
82.	Asks question	1	2	3	4	5
83.	Initiates activities with others	1	2	3	4	5
84.	Explores objects in his environment	1	2	3	4	5
85.	Trusts teacher	1	2	3	4	5
86.	Initiates interaction with teachers	1	2	3	4	5
87.	Completes assignments	1	2	3	4	5
88.	Seeks information from teacher	1	2	3	4	5
89.	Seeks information from peers	1	2	3	4	5
90.	Seeks adult approval	1	2	3	4	5
91.	Interacts with other children	1	2	3	4	5
92.	Stays with some activity for 10 minutes	1	2	3	4	5
93.	Exhibits inner control during observation	1	2	3	4	5
94.	Exhibits inner control without direction	1	2	3	4	5
95.	Brings his treasures to school	1	2	3	4	5
96.	Shows flexibility in use of materials	1	2	3	4	5
97.	Attempts new activities	1	2	3	4	5
98.	Tries new ways to tackle problems	1	2	3	4	5

APPENDIX E

DECISION RULES

Prekindergarten/MECEP Tally Sheets

● To be counted, students must have attended program at least four months; counted at the school at which data is reported ("moved to" is not counted unless data of "receiving" school does not contain "moved" student).

● To be counted as attaining individual standard:

  - Half year:

    -- At least two occurrences "helps in classroom"
    -- At least two occurrences "meetings"
    -- At least five occurrences "home activities"

  - Whole year (≥ 6 months in program)

    -- At least four occurrences "helps in classroom"
    -- At least four occurrences "meetings"
    -- At least nine occurrences "home activities"

TABLE F.1. COMPARISON OF THE PERCENT OF STUDENTS AT POST-TESTING
ATTAINING MASTERY ON PK-SORT OBJECTIVES BY BUILDING
FOR 1992-93.

PK-SORT Objective (Criterion)*	BUILDING									PROGRAM WIDE (N=269)
	Fuerbringer (N=26)	Kempton (N=20)	Herig I (N=30)	Herig II (N=32)	Jerome (N=37)	Longstreet (N=31)	M. Park (N=38)	J. Moore (N=37)	Zilwaukee (N=18)	
1 (80)	92.3	100.0	100.0	90.6	100.0	83.9	97.4	91.9	100.0	94.8
2 (80)	100.0	100.0	100.0	100.0	97.3	90.3	94.7	100.0	100.0	97.8
3 (50)	80.8	100.0	96.7	65.6	75.7	93.5	60.5	91.9	100.0	82.9
4 (70)	88.5	85.0	93.3	56.2	97.3	77.4	78.9	100.0	88.9	85.1
5 (50)	88.5	75.0	96.7	78.1	89.2	80.6	81.6	100.0	94.4	87.4
6 (85)	100.0	100.0	100.0	96.9	100.0	100.0	100.0	100.0	100.0	99.6
7 (80)	96.2	95.0	100.0	84.3	78.4	96.8	100.0	97.3	100.0	93.7
8 (65)	84.6	65.0	93.3	62.5	75.7	80.6	100.0	67.6	88.9	79.9
9 (50)	92.3	100.0	100.0	90.6	100.0	87.1	97.4	97.3	100.0	95.9
10 (80)	80.8	100.0	100.0	100.0	91.9	93.5	92.1	94.6	100.0	94.4
11 (65)	61.5	80.0	73.3	62.5	70.3	64.5	65.8	97.3	66.7	71.7
12 (65)	61.5	75.0	60.0	46.9	75.7	58.1	55.3	83.8	72.2	65.0
13 (80)	88.5	85.0	96.7	78.1	89.2	87.1	97.4	89.2	83.3	88.8

*Represents criteria for each objective.

APPENDIX G

TABLE G.1. COMPARISON OF AVERAGE PRE- TO POST-TEST CHANGE* ON THE AFFECTIVE RATING SCALE (ARS) BY OBJECTIVE AND BUILDING FOR 1992-93.

Obj. #	Objective Description	BUILDING									PROGRAM WIDE (N=269)
		Fuerbringer (N=26)	Herig I (N=30)	Herig II (N=32)	Jerome (N=37)	John Moore (N=37)	Kempton (N=20)	Longstreet (N=31)	Merrill Park (N=38)	Zilwaukee (N=18)	
14	Preference Value Teacher	2.3	2.7	1.5	2.1	1.5	1.7	3.0	2.2	1.8	2.1
15	Self-Control	2.5	1.8	1.5	1.8	1.2	2.0	2.5	2.1	1.9	1.9
16	Positive Peer Interaction	2.3	2.7	1.8	2.0	1.5	1.8	2.7	2.1	1.6	2.1
17	Initiates Activities	2.6	2.7	2.2	2.2	1.8	1.8	2.8	2.0	1.8	2.2
18	Positive Work Attitude	2.7	2.6	2.0	1.8	1.7	1.9	2.9	2.1	1.8	2.2
19	Curiosity	2.4	2.6	1.7	1.9	1.4	1.8	2.8	2.2	1.7	2.1
20	Creativity	2.6	2.7	2.0	1.5	1.4	1.7	2.4	2.0	1.8	2.2

*Performance Standard - pre- to post-test increases will average 20% or more relevant ARS items (i.e., a change of at least one scale point on the instrument in a positive direction).

APPENDIX H

TABLE H.1. SUMMARY OF NUMBER AND PERCENT OF MECEP PREKINDERGARTEN FAMILIES ATTAINING OBJECTIVES REGARDING THE PARENTS AS PARTNERS COMPONENT BY BUILDING, 1992-93.

School	Number of Students Enrolled*	Parent Participation Objective 14 #	Parent Participation Objective 14 %	Parent Meetings Objective 15 #	Parent Meetings Objective 15 %	Homework Activities Objective 16 #	Homework Activities Objective 16 %
Fuerbringer	26	7	(26.9)	23	(88.5)	21	(80.8)
Herig I	31	29	(93.5)	30	(96.8)	31	(100.0)
Herig II	32	27	(84.4)	32	(100.0)	30	(93.8)
Jerome	37	35	(94.6)	37	(100.0)	37	(100.0)
J. Moore	36	28	(77.8)	33	(91.7)	36	(100.0)
Kempton	20	17	(85.0)	20	(100.0)	20	(100.0)
Longstreet	31	24	(77.4)	23	(74.2)	31	(100.0)
M. Park	38	29	(76.3)	36	(94.7)	33	(86.8)
Zilwaukee	18	15	(83.3)	18	(100.0)	15	(83.3)
TOTAL	269**	211	(78.4)+	252	(93.7)+	254	(94.4)+

*Number of students enrolled and attending program for at least four months.
**While some students were enrolled at more than one site during that year, each individual student was counted only once in these statistics.

+Objective attainment:

—Parent participation by at least 60% for at least four school activities.
—Parent meetings by at least 60% for at least four Friday meetings.
—Homework activities by at least 80% for at least nine home activities.

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APPENDIX I

SAGINAW CITY PUBLIC SCHOOLS

PREKINDERGARTEN CURRICULUM ADVISORY COMMITTEE

Barbara Korting   Prekindergarten

Pauline Lawrence   Prekindergarten

Sandra Hoppe   Prekindergarten

Sue Shebester   Kindergarten

Dorothy Weiss   Kindergarten

Ann Ennis   Kindergarten

Sue Grobaski   Kindergarten

Barbara Larkin   Junior First

Delores Williams   Junior First

Sue McDole   Junior First/First

Mary Jane Heitkamp   First

Lola Powe   Second

Betty Stalker   First/Second

Delores Giles   Parent

Willa Randle   Parent

Carolyn Cummings   Early Childhood Consultant

Patricia Hearron   Consultant, Department Social Services

Janet Joswiak   Early Childhood Supervisor

Zoetta Davis   Principal

Lucille Chaffer   Principal

APPENDIX J

FAMILY LIFE EDUCATION ADVISORY COMMITTEE MEMBERSHIP

Gayle Barbosa	Saginaw County Child Development Center
Kathy Blondin-Stone	Department of Social Services
Roxie Bagley-Clemons	Catholic Family Service
Sylvia Brantley	Young Parent Program, RDLLC
Mary Cornford	Saginaw Intermediate School District
Nancy Doyle	PAT and FOSPA, Young Parent Program, RDLLC
Ann Graham	Valley OB/GYN, P.C.
Y.T. Gray	Supervisor, RDLLC High School
Dora Harris	Janes Street Community Health Center
Sandra Henderson	Adult/Childhood Services Coordinator
Barbara Johnson-Stacy	Saginaw County Probate Court
Janet Joswiak	PreK Supervisor, Saginaw City School District
Louise Kring	Supervisor, Adult Basic Education
Teri Lieber	PreK, Parenting
Glenda Love	DSS Worker and Foster Parent
Susan Ludwig	Social Security Administration
Shannon Manry	Student, RDLLC
Christine Mersmann	Saginaw Valley Regional 4C
Pari Michalski	Health Program Manager, RDLLC
Frentresa Murphy	Student, RDLLC
Helen Rawley	Kinder Kare, RDLLC
Raul Rio	Supervisor, Migrant/Bilingual Education
Suzanne Robinson	School Social Worker
Donald Scott	Assistant Superintendent, Adult and Continuing Education
Josie Solano	Student, RDLLC
Ron Spess	Saginaw County Youth Protection Council
Debbie Talaja	Saginaw General Hospital
Craig Tatum	Project Success Coordinator, also Clergy
Briget Teneyuque	Parent
Debora Williams	Young Parent Program, RDLLC
Nancy Ziozios	Young Parent Program, RDLLC

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